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ABSTRACT

Five papers entitled: "Giftedness: History and Federal Definition"; "Areas of Giftedness and Instruments for Student Identification"; "Organizational Approaches for Teaching the Gifted"; "Selected Elementary Gifted Programs That Work"; and "Giftedness: Selected Professional Bibliography" focus on educational approaches for gifted and talented students. The first reviews the history of gifted education and the evolution of state and federal legislation (including the 1978 Gifted and Talented Children's Education Act). Identification instruments are considered in the second paper for intellectual ability and academic aptitude and superior creative and leadership abilities. The third paper examines such organizational practices as enrichment, cluster grouping within the classroom, cross grade level grouping, resource rooms, demonstration centers, seminars or mini courses, mentorship, and acceleration. Successful elementary program approaches are described in the fourth paper, including learning centers, resource persons, individualization, and contracts. The final paper provides a bibliography of approximately 120 citations (1956-1977) regarding definitions, identification, organizational approaches, programs, and teaching-learning processes with gifted and talented students. (CL)

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GIFTEDNESS:

HISTORY AND FEDERAL DEFINITION

(Article One of Five Articles)

Karen Garrity - Teacher
Lea Carole Henderson - Teacher
Diana Moore - Teacher
Mary Tryon - Teacher
Dan C. Wertz - Assistant Superintendent

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the general public remained somewhat oblivious to the distinctive needs of the gifted and talented child until Russia's launching of Sputnik I.

The 1957 spacecraft jolted the American population into the realization that major curricular revisions were urgently needed. Increased emphasis was placed on the development of new mathematics and science programs.

During the late fifties, a broadened definition of giftedness was proposed in a symposium chaired by Robert J. Havighurst: "The gifted or talented child is one who shows consistently remarkable performance in any worthwhile line of endeavor" (Newland, 1976).

Stimulated by the unrest in the American education system and the skepticism concerning the validity of the definition based on the Stanford Binet IQ, Havighurst collaborated with Robert DeHaan on a project in Quincy, Illinois, to further expand the definition of giftedness. They concluded that

> The term gifted encompasses those children who possess a superior intellect potential and functional ability to achieve academically in the top 15 to 20 percent of the school population; and/or talent of high order in such special areas as mathematics, science, expressive arts, creative writing, music, and social leadership; and a unique creative ability to deal with their environment. (Newland, 1976)

In only a few states, favorable legislation was enacted during the 1960's. This reflected society's slowly emerging awareness of the importance of providing education for the gifted. The lack of appropriate funding and the lack of qualified personnel were two major obstacles

confronted by educators interested in establishing programs. The special funds available from the federal government during the decade of the sixties were designed for the disadvantaged and handicapped, not for the gifted student. In addition, provisions made for gifted children have in the past been critized as being inherently undemocratic and elitist (ERS, 1975).

Although little was being done during the sixties toward establishing programs, educators in the field expanded the definition to include the creative and expressive arts.

The 1970's brought renewed interest in developing programs for gifted children. The 1972 Report to Congress by U.S. Commissioner of Education Sidney Marland provided definitions and guidelines which affected all educational institutions and organizations. The Marland Report to Congress expanded the definition of giftedness and stated the need for special assistance for these students:

> Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
>
> (a) general intellectual ability
>
> (b) specific academic aptitude
>
> (c) creative or productive thinking

(d) leadership ability

(e) visual and performing arts

(f) psychomotor ability (Report to Congress, 1972)

Following the 1972 Marland Report, Congress appropriated special funding for education of the gifted under the Teacher Fellowship Provisions of Higher Education Act and under Titles III and V of the Elementary and Secondary Education Act. Congress also created the Office of the Gifted and Talented as a division of the U.S. Office of Education.

The following declaration by Congress appeared in the 1978 Gifted and Talented Children's Education Act:

(1) The nation's greatest resource for solving critical national problems in areas of national concern is its gifted and talented children;

(2) unless the special abilities of gifted and talented children are developed during their elementary and secondary school years, their special potentials for assisting the Nation may be lost, and

(3) gifted and talented children from economically disadvantaged families and areas often are not afforded the opportunity to fulfill their special and valuable potentials, due to inadequate or inappropriate educational services. (Gifted and Talented Act, 1978)

According to Parthenia Smith, President of the Council for Exceptional Children,

the passage of the Gifted and Talented Children's Act of 1978 represents a major achievement in the history of federal legislation for gifted and talented children. In addition, it represents

a goal that the Council for Exceptional Children has worked very long and hard to obtain. (CEC Newsletter, November, 1978)

The Gifted and Talented Children's Education Act of 1978 provides the following definition of gifted and talented children:

> For the purposes of this part, the term "gifted and talented children" means children and, whenever applicable, youth who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance responsibility in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof, requires services or activities not ordinarily provided by the school. (Gifted and Talented Act, 1978)

In greater detail, the categories of giftedness are

(a) General intellectual ability - Across the broad superiority in academics; consistently superior scores on many appropriate standardized tests; demonstration of advanced skills, imaginative insight and intense interest and involvement.

(b) Specific academic aptitude - Consistently demonstrated superiority in a specific academic area.

(c) Creative and/or productive thinking - Superiority in original, imaginative thought processes, with a fluency of (idea) production.

(d) Leadership ability - Employs a highly developed moral and/or ethical network in social interaction; has ability to move individuals successfully through a task.

(e) Visual or performing arts - Demonstrated superior abilities in dance, theatre, creative writing, the arts, etc.

It can be assumed that utilization of these identification categories of the gifted and talented students will encompass a minimum of three to six percent of any total school population. (Position Paper of Gifted and Talented Education in Indiana Schools, December, 1978)

The 1978 bill allows for financial entitlements to state education agencies to assist them in the planning, development, operation, and improvement of programs designed to meet the educational needs of gifted and talented children. Discretionary grants are available on a competitive basis to local educational agencies for personnel training, model projects, research and demonstration programs.

The passage of the Gifted and Talented Children's Education Act of 1978 highlights a national priority to recognize and provide appropriate programs for the gifted and talented students in each local educational agency throughout the nation.

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AREAS OF GIFTEDNESS
and
INSTRUMENTS FOR STUDENT IDENTIFICATION

(Article Two of Five Articles)

Karen Garrity - Teacher
Lea Carole Henderson - Teacher
Diana Moore - Teacher
Mary Tryon - Teacher

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The Gifted and Talented Children's Education Act of 1978 defines the term gifted and talented children to mean those students who possess or have high performance potentials in areas such as (a) general intellectual ability, (b) specific academic aptitude, (c) creative and/or productive thinking, (d) leadership ability, and (e) visual or performing arts. (Gifted and Talented Act, 1978) Although the Gifted and Talented Children's Act of 1978 defined individual categories of giftedness, it should be understood that a single student may exhibit exceptional talents in one or all five areas.

The criterion for identification of students for gifted programs will be dependent upon the instructional programs provided. The identification is usually a comparative process. Those students with the highest abilities should be selected for the programs. Students are usually identified through test data and rating scales. Parents and students sometimes nominate pupils for programs, but the final selection should be carried out in each school between the principal and teachers. The criteria suggested throughout this monograph are intended as guidelines and need not be followed with total rigidity. Professional judgement is an important ingredient in the selection of appropriate students for various programs.

INTELLECTUAL ABILITY AND ACADEMIC APTITUDE

Students exhibiting gifted intellectual ability and academic aptitude may be identified through standardized aptitude tests, standardized cognitive abilities tests and through demonstrated classroom performance. It is interesting to note that some gifted students are not recognized through their classroom performance. For various reasons, during their

school years, these students tend to mask their giftedness and do not perform exceptionally well in the regular classroom.

Achievement Tests

Because achievement tests have been universally used by educators, their norms, validity, and reliability have been well documented. These tests measure the basic skills of: vocabulary, reading, mechanics of writing, methods of study, and mathematics. Some educators contend the standardized tests tend to be biased against the underachievers and poor readers. Other educators contend the test scores may result in the nomination of the overachievers with average abilities. Therefore, care must be taken when identifying students through standardized test results.

The Iowa Test of Basic Skills, or other nationally accepted achievement tests are appropriate instruments to aid in the identification of gifted students. Those students who score at the ninetieth percentile or above on the national norms in the areas of language arts and math should be considered as nominees for gifted programs.

Cognitive Abilities or Intelligence Tests

These tests delve into abstract and symbolic relationships which challenge the individual's ability to think logically. As an example, the Cognitive Abilities Test (CAT) consists of three parts: (a) verbal battery, which includes vocabulary, sentence completion verbal classification, and verbal analogies; (b) quantitative battery, which is made up of quantitative relations, number series, and equation building; and (c) non-verbal, which consists of figural analogies, figure classification, and figure synthesis.

Like the achievement tests, some educators contend the Cognitive Abilities Test tends to overlook gifted underachievers and poor readers. Also, overachievers with average ability may be mistakenly identified as gifted. Those students with a standard score of 110 and above should be considered as nominees for gifted programs.

Demonstrated Academic Abilities

An aid in the identification of the superior intellectual ability is through the examination of past and present classroom performance records. Children exhibiting an array of knowledge in various subject areas as well as a keen sense of curiosity and drive to learn should be considered for the gifted program. Outstanding grades can also be a consideration in the selection of candidates.

SUPERIOR CREATIVE AND LEADERSHIP ABILITIES

Although national norms have not been developed, four instruments are available to assist with the identification of students with superior creative and leadership abilities. Three of these instruments are in the form of checklists or rating scales for professionals assessing characteristics of individual students while the fourth is a student test.

Renzulli Scale for Rating Behavioral Characteristics of Superior Students

The "Renzulli Scale" is a composite of ten scales designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, art, music, drama, communication, and planning. Since the ten dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Each checklist should be

examined and considered on its own. Students with the highest scores should be nominated for the gifted program since norms have not been established for this rating scale.

DeHaan Checklists for Identifying Children Who are Gifted, Creative, or Talented

DeHaan's checklists provide a listing of a broad range of abilities with characteristics to describe those abilities. The teacher marks the checklist for each student, resulting in a raw score. The checklist includes such abilities as: leadership, scientific, intellectual, writing, dramatic, mechanical, artistic, musical, and physical. Students with the highest raw scores should be nominated as candidates for programs for the creatively gifted.

Torrance Checklists for Creative Positives

Torrance created an extensive checklist which includes eighteen areas for determining degrees of creativity. Since many tests are not true measures of giftedness in disadvantaged children, Torrance attempted to include items which would allow their abilities to be recognized. The statements are easily identifiable characteristics which may aid parents and administrators as well as teachers in selecting creative children.

Torrance Test for Creative Thinking

The Torrance Test for Creative Thinking has been designed to measure divergent thinking. It contains two sections - verbal and figural. This test requires the student to complete such activities as a listing of unusual questions, suggesting ways to improve a product, predicting an outcome when given a unique set of circumstances, delineation of uses for a common object and picture completion.

The test data are evaluated on the basis of originality, fluency, and flexibility. A child's score may vary in each area of evaluation and occasionally may score high in one and low in another. Because norms for this test are nonexistent, it is necessary to select the highest scores commensurate with the number allowed in the program.

The cost for administering and scoring the test is approximately $2.00 per child. Although not prohibitive, the cost may require some schools to do screening before testing.

IDENTIFICATION BY NOMINATION

Teacher or Administrator Nomination

The most readily available input for nomination of a child to a gifted program would be that of a teacher and/or administrator. However, caution is given concerning the validity of these nominations. It has been suggested that the most effective teacher nominations are made when children are listed in rank order, or when checklists are utilized.

Parent Nomination

Parents can and should be a valuable resource in the identification of gifted students. Much needed developmental information can be obtained only from the parent. Cues to individual student needs and interests can also be acquired during conferences with parents.

Peer Nomination

In selected instances, peer nomination of students for gifted programs should be considered. Occasionally, peer nominations will result in the selection of a student who had until that time not been identified as having superior abilities.

Summary Sheet

A summary sheet is provided for the assimilation of data about candidates considered for a gifted program. When specific tests, checklists, and nominations are listed, individual school systems may use other instruments in place of the ones presented. The sheet provides a means of evaluation and selection of the superior students through comparative data.

SUMMARY OF IDENTIFICATION DATA

	Iowa Basic Skills: Lang. Arts	Iowa Basic Skills: Math	Cognitive Abilities Standard Score	Grades	Classroom Performance: Superior	Classroom Performance: Average	Classroom Performance: Below Average	Renzulli Checklist: Learning	Renzulli Checklist: Creativity	Renzulli Checklist: Motivational	Renzulli Checklist: Leadership	DeHaan Checklist *	DeHaan Checklist *	DeHaan Checklist *	Torrance Checklist: Total Number of Checks	Torrance Tests of Creative Thinking: Figural	Torrance Tests of Creative Thinking: Verbal	Parent Nomination	Teacher & Administration Nomination	Student Set Nomination	* Write in Which Subtest or Checklist Administrated
1.																					
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ORGANIZATIONAL APPROACHES FOR TEACHING THE GIFTED

(Article Three of Five Articles)

Karen Garrity - Teacher
Lea Carole Henderson - Teacher
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Mary Tryon - Teacher

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Several organizational patterns have become prototypes to accommodate the needs of gifted and talented students. No approach is a panacea for gifted education. Therefore, a special program for the gifted and talented usually focuses on the use of several prototypes. A program can be a composite of several patterns which combine and adapt what is ideal with what is practical and feasible within the local school setting.

Although program continuity within a school system is desirable, specific characteristics of each school's program within the district must be considered in designing a program for gifted students in that school. For example, a school which does cross grade level grouping would probably design a different type of program than a school composed of self-contained classrooms. Each prototype should be reviewed in relationship to how it can be molded and varied to the advantage of the students and the total program.

The Traditional Classroom

The assignment of gifted students into the regular classroom has been a traditional approach to attending to the needs of the gifted and talented. With this approach comes the expectation that the regular teacher will be the prime source of programs for the gifted within the classroom. Gifted and talented students may be required to complete a greater volume of similar tasks, or the entire class may be given an assignment which will especially benefit the gifted and talented.

Enrichment

Those experiences which supplement or extend learning are enrichment experiences. Enrichment comes about when students are provided

learning opportunities beyond the regularly prescribed curriculum. Prototypes which promote access to enriched learning opportunities include special student groupings and student acceleration.

Cluster Grouping Within The Classroom

The cluster group of four to seven students within the classroom meets at least twice weekly. The student group may work with special materials, become involved with special activities, research selected areas, or develop individual as well as group projects.

The isolation of the gifted and talented is minimized by providing opportunities for them to share and exchange ideas and information with other students in their classes. The teacher is responsible for attending to the gifted and talented as a separate group and, yet, as an integral part of the classroom. The teacher organizes special materials within the classroom such as learning centers, learning kits, and resource materials.

Cross Grade Level Grouping

The use of cross grade level grouping of students is utilized by many school districts as a method of presenting appropriate educational challenges to all its students. All students meeting pre-established criteria within a given grade or age range are assigned to specific classes. This may be accomplished in any or all areas of the curriculum. Students are exposed to increasingly difficult content within a curriculum discipline without actually advancing in grade level.

This approach provides the opportunity for groups of students to meet regularly and to interact with their academic peers, teachers, and professional experts.

It should be noted that for cross grade level grouping to be successful, it is imperative to have the cooperation of all teachers involved.

Resource Rooms or Special Classes

Resource rooms are located within individual school settings. Students are nominated by classroom teachers for participation in the resource program. Students leave their home based classroom on a regular basis to participate in the program. Each student is scheduled in groups of four to seven students. Advanced studies in particular areas and the introduction of new elements into the curriculum are provided for in these classes. An important advantage of this approach is the provision of interaction with other gifted students.

Demonstration Centers

The demonstration center operates at a district level and is sometimes referred to as a magnet school or alternative school. The demonstration center provides teacher training, in-service programs, and parent education programs. It also serves as a model of exemplary educational experiences for the gifted and talented.

Students are bused or brought by parents to the center once a week, or as full-time students, for learning experiences in many subjects. The center teachers provide guidelines and special materials for the part-time students and their regular teachers for follow up and program extension.

Itinerate Resource Teacher

Students identified as academically talented are placed in the regular classrooms and receive additional instruction from an itinerate

resource teacher. The resource teacher works with individuals or small groups of students on a regularly scheduled basis. The resource teacher works with regular classroom teachers or teams of teachers in planning for both large and small group instruction. The itinerate resource teacher moves from classroom to classroom or teaching team to teaching team scheduling the work with the teachers. Instruction by the resource teacher is usually in small groups of eight to twelve students.

Special Summer Classes

Summer classes can expose gifted and talented students to experiences which are not part of the regular classroom curriculum. This may be in the form of enrichment in areas such as math, science, language arts, art, and music, or it may involve exposure to a new curriculum area such as foreign language.

The summer classes offer an opportunity for interaction with experts in fields of particular interest to the student. Class size and instructional time may vary according to the area of interest being pursued.

Seminars or Mini-Courses (Secondary)

Very capable senior students enroll, at their option and with consent of their parents, in a seminar or mini-course which offers enrichment, acceleration, and greater depth of study than is normally available to high school students.

These seminars or mini-courses provide opportunities for intensive and critical evaluation of significant ideas in such areas as ethics, philosophy, fine arts, major world problems, theories of history, and economics. Through the seminars or mini-courses, students sharpen

and further develop their skills in critical thinking, critical reading, discussion, research, and oral and written communication.

Honors (Secondary)

Honors classes are designed for intellectually gifted students and may be initiated as a required academic subject or as advanced elective classes at any grade level. The classes convene a minimum of one period each day, five days each week for a full semester or full year. Such classes may engage in in-depth study, accelerated study, enrichment, an innovative approach to a subject or subjects, or any combination thereof.

In the summer, the honors program may be scheduled as a district-wide resource. In the summer, the class convenes four hours each day for six weeks.

Advanced Placement (Secondary)

The Advanced Placement program provides for college-level academic classes taught on the high school campus by highly qualified high school teachers. Participating eleventh- and twelfth grade students may achieve high school graduation credit for successful completion of the courses. College credit and/or advanced college placement may be achieved by students who elect to take and are successful in the Advanced Placement examinations administered through the Educational Testing Bureau at the high schools which have the program.

Independent Study

Independent study is usually highly individualized, or may be combined with peer group experiences. The independent study phase

enables the gifted student to pursue areas of interest under the direction of a special teacher or advisor.

Independent study normally involves an array of resource materials and can include community resource people with expertise in a particular area.

The student and advisor agree upon the area of study, the approach to the study, and the projected length of time to complete the study. Throughout the project, the student periodically meets with the supervising teacher.

Mentorship

The mentorship program requires matching student interest in a particular area with an adult with a similar interest. The adult possesses the experience, background, and expertise to assist the student. Most of these programs involve non-school mentors who meet periodically with selected students to share their expertise. This program is particularly effective in exploring students' potential career interests.

Acceleration

One of the oldest methods of serving the needs of talented students has been through advanced placement or acceleration. This may be achieved in many ways. By early admissions, or by advancing students two or more years at the end of a school year, a student may be placed with academic peers.

An ungraded elementary school can provide the opportunity for gifted and talented students to progress at their own rate. Completion of the required program at a more rapid pace would promote early advancement to the secondary level.

At the secondary level, gifted and talented students may complete graduation requirements early through heavy scheduling and/or summer school.

Summary

There are many organizational approaches to teaching the gifted or talented student. Each approach organizes teacher and student time in such a way that the student is provided learning opportunities which are beyond the regularly prescribed curriculum. Each approach or prototype suggested in this article is common practice in selected schools across the nation. The selection of the prototype that works within a school is not an isolated process. The selected approach must support and augment the total school program.

It should be noted that the success of any program for the gifted and talented is dependent upon the cooperative efforts and support of the students, teachers, parents, and administrators of the school involved.

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SELECTED ELEMENTARY GIFTED PROGRAMS THAT WORK

(Article Four of Five Articles)

Karen Garrity - Teacher
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Diana Moore - Teacher
Mary Tryon - Teacher

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A major area of effort and concern for educators is in the establishment of appropriate programs for students with exceptional talents. Finding the curriculum that fits the needs of the child as well as the needs of the school system is often a difficult task. No one program is a panacea for gifted education. Instead, a wide variety of curriculum programs must be carefully scrutinized to determine what program or combination of programs will be effective for your school.

Flexibility and variation from traditional classroom programs are essential for the gifted and talented students. Children need opportunities which provide exposure to less structured and increased self-responsibility situations. Suggested types of programs which have been deemed effective within the Bartholomew Consolidated School Corporation include: Junior Great Books, Talents Unlimited, independent study, individualization, contracts, learning centers, resource persons, etc.

Junior Great Books

The program is composed of selections from outstanding literature including stories, poems, and plays. The purpose is to increase the students' enjoyment of reading and to provide an opportunity to examine interpretatively the author's intent.

The students are divided into groups of 8-12 and meet weekly. After the students have read the assigned selection, they meet for discussion. Initially, the discussion leader is a teacher or a parent volunteer; however, this responsibility should eventually be shifted to the students. A written guide with suggested interpretative questions is provided, but as the students gain expertise in formulating this type of question, it may no longer be necessary to use the guide. Elementary schools within the Bartholomew Consolidated School Corporation presently involved include Clifty, Kent, McDowell, McKinley, Parkside, Schmitt, Smith, and Wayne.

Talents Unlimited

This program was developed as a practical application of the Multiple Talent Theory developed by Dr. Calvin Taylor. Talents Unlimited was designed to help teachers recognize and train children in the areas of productive thinking, communication, forecasting, decision making, and planning. The Talents Unlimited program is used with the total class. However, it could easily and quite effectively be adapted for use with a small group of gifted students.

Manuals are provided which contain lesson plans for activities for each of the five areas of thinking at each grade level. Elementary schools within the Bartholomew Consolidated School Corporation presently involved with Talents Unlimited are Clifty, Kent, Lincoln, McDowell, Smith, and Wayne.

Learning Centers

Learning Centers are becoming a popular method of instruction. Through the use of self-directing materials provided by the teacher in a designated area of the classroom, students are afforded an opportunity to work individually.

Learning Centers need to be carefully planned and constructed. Steps in developing a Learning Center are:

1. Particular objectives must be clearly stated.
2. Determine the procedure by which the students will accomplish the stated objectives.
3. Select materials which may be manipulative, as well as paper and pencil, to use in the Center.
4. Decide whether the activities will be multi-level or similar with respect to difficulty.

5. Provide for evaluation of stated performance objectives.
6. For the Learning Centers to be effective, directions must be clearly stated in terminology familiar to the students.

Resource Persons

Programs for the gifted can be enhanced by student contact with talented and knowledgeable citizens who share specific interests. These resource persons should have expertise in various professions, backgrounds, religions, and/or areas of interest.

These people may be contacted by teachers or building principals. Small student groups are suggested for the purpose of demonstration, discussion, interaction, and group activities.

Available within the Bartholomew Consolidated School Corporation is a directory which includes listings of some of the resource people in the Columbus area.

Independent Study

Independent study enables gifted students to establish purpose and direction for pursuit of interests or needs under the direction of a teacher/advisor. Programs are flexible and community resources may be utilized. It may be individualized or combined with peer group experiences within multi-grade levels and in various subject areas.

A variety of resource materials should be provided for the various interests of the students. Time should be specifically scheduled for conferences and for working.

The development of research skills is one of the areas of independent study which is especially essential for the gifted child. A research

paper progress sheet located at the Bartholomew Consolidated School Corporation Educational Services Center entitled, "Follow the Footsteps to Research," would be of value to both teacher and student in writing a research paper.

Individualization

Individualization is based on the assumption that each child is unique with individual interests and needs. In this program, a student is allowed to progress at his/her own rate.

Learning is approached in terms of each student's ability and learning style. The teacher encourages self-evaluation, helping each student to recognize his/her strengths and to build upon them.

The program needs to be designed with consideration of the differentiation between those activities which can more readily be accomplished in large groups and those which are more suited to individualized instruction. It is obligatory to obtain large amounts of instructional materials to challenge and stimulate the individual on his/her various levels of ability. The Heath Math Series used by the Bartholomew Consolidated School Corporation includes in its design an individualized program as does the C.O.M.P. math program being used at Mt. Healthy and McDowell Elementary Schools.

Contracts

Contracts provide teacher/student agreement of a project or study to be completed within a specified time limit. The requirements for the course of study are clearly established by the student with the teacher's guidance. The contract delineates the course of action. Prior to application, the student and teacher plan together the objectives to be met.

As a result of the student learning through self-direction, the teacher is free to assist other students, and the student is provided a greater opportunity to be creative.

Sample Contract Cards are available at the Bartholomew Consolidated School Corporation Educational Services Center.

Regardless of the curriculum program or combination of programs selected, teachers of the gifted need to use classroom strategies which not only stimulate varied interests and provide opportunities in critical thinking, but also help the child accept his/her special abilities. Care should be taken to select those programs which develop questioning skills, problem solving skills, and continually develop the student's positive self-concept.

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GIFTEDNESS:

SELECTED PROFESSIONAL BIBLIOGRAPHY

(Article Five of Five Articles)

Karen Garrity - Teacher
Lea Carole Henderson - Teacher
Diana Moore - Teacher
Mary Tryon - Teacher

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Investigation and research are obligatory in the initial stage of curriculum development for gifted and talented students. The following pages delineate professional references which are currently available. Information dealing with definition, identification, organizational approaches, programs, and teaching-learning processes in educating gifted and talented are included in these sources.

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